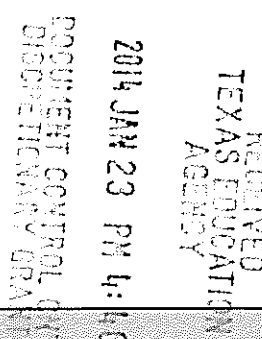# Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	2014 JAN 23 PM 4:46
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Hempstead ISD	1-74-60010766	PO Box 1007

Mailing address line 2	City	State	ZIP Code
	Hempstead	TX	77445-1007

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
237-902		4	10	003474210

Primary Contact

First name	M.I.	Last name	Title
Courtney	W	Williams	Director of Special Education
Telephone #	Email address		FAX #
979-826-3304 ext. 237	williamsc@hempsteadisd.org		979-826-5510

Secondary Contact

First name	M.I.	Last name	Title
Delma		Flores-Smith	Superintendent
Telephone #	Email address		FAX #
979-826-5502	Flores-smithd@hempsteadisd.org		979-826-5510

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Delma		Flores-Smith	Superintendent
Telephone #	Email address		FAX #
979-826-5502	Flores-smithd@hempsteadisd.org		979-826-5510
Signature (blue ink preferred)			Date signed
			January 22, 2014

Only the legally responsible party may sign this application.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General Information (cont.)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☐	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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	Schedule #4—Request for Amendment	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):	

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the Instructions to this schedule for Information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 237-902		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

National research proves that late hiring timelines keep high-quality teachers out of urban classrooms through massive applicant attrition. And the earlier a teacher is hired, the more likely he or she is to be effective in the classroom. At Hempstead ISD, we're moving our hiring timelines up and offering early contracts to the highest-potential candidates in order to make sure that we're bringing in teachers with the greatest potential to advance student learning. We are also offering incentives for early resignations.

Hempstead ISD will use teacher performance data to identify programs that have a strong record of producing teachers who thrive in HISD and refines recruiting to prioritize these sources. Our goal is to use data to build a diverse, high-quality pool of teachers who meet principals' staffing needs.

By aligning a rigorous selection process with clear expectations for what it takes to be an effective teacher, we are building a pool of new teachers who have the skills they need for a strong start in teaching from day one.

Hempstead ISD understands that when it comes to staffing, principals know their schools' needs best. That's why we focus on empowering principals to make strategic hiring and retention decisions by supplying them with information about candidates' strengths and weaknesses. Hempstead ISD works with teaching candidates to ensure a strong school fit, and principals always have the final say on who teaches in their schools.

When teachers succeed, students succeed. Our goal is to help teachers reach their full potential through high-quality professional development---so that they can help students reach their full potential, too.

Professional development that revolves around one-size-fits-all workshops is now a thing of the past. HISD has embraced an individualized approach to professional development that is tailored to address the specific professional needs of each teacher. We are committed to providing a variety of job-embedded development opportunities in order to help teachers learn and grow on a continual basis.

Hempstead will focus on creating tools and resources to show what our vision for good teaching looks like and supporting teachers in implementing those practices in their classrooms through instructional coaching and professional support.

Individualized Development Plans: At the beginning of the year, all teachers will craft an individualized development plan that identifies specific areas of development that are tied directly to the criteria. This plan gives teachers and school leaders a clear roadmap for professional development based on individual experience, prior knowledge, content area, and individual career goals.

HISD will offer specific trainings for teachers aligned to district priorities and initiatives. These trainings may be available online and in-person and can be easily accessed.

Instructional Coaches: Three instructional coaches will be hired to support campuses and directly work full-time with teachers by offering personalized coaching, support for PLCs, and resource sharing.

HISD's current appraisal system , PDAS, rated 97% of all teachers "proficient" or better. PDAS lacked clear and rigorous standards, and the majority of teachers said that it failed to provide them meaningful feedback to help them improve their instruction. Most professional development treated teachers as if they were all the same, leaning heavily on one-size-fits-all workshops that did not fully take account of a teacher's unique strengths and development needs.

With the Stronge's Appraisal system, all teachers have clear and rigorous standards that serve as a guide to effective teaching. Teachers will receive regular feedback throughout the year to help them continually improve their instruction.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Hempstead ISD ensures new teachers are supported through mentoring and induction and seeks to expand this work to ensure effective teachers are retained. Mentoring, which is loosely defined as helping guide another person in a particular area, is often cited as critical to new teacher success. Therefore, the mentor's role is to provide support for and promote growth in the new teacher, and help orient the new teacher—who has just been given a full schedule and full classroom. Mentoring is multifaceted and includes being a dedicated mentor, as well as helping the new teacher remain positive during that first critical year of teaching. This includes being available to the new teacher for informal conversations, providing feedback, modeling how lessons should be taught, and assisting with planning lessons.

Induction activities, which include familiarizing the new teacher to school and district policies and procedures, have been shown to help keep teachers in the classroom or in the field of education, and are considered a vital part in teacher retention. New teachers often have significant difficulties when first entering the classroom, as they have not spent sufficient time learning "how" to be a teacher on their own. Thus, most are not significantly prepared to handle the multiple tasks the classroom teacher must undertake: teaching the class, managing the students and the daily routine, and responding to parent concerns and requests in a professional and timely manner. Therefore, Hempstead ISD will assist new teachers through comprehensive new teacher induction.

Comprehensive new teacher induction includes not only pairing new teachers with veteran teachers, and providing them with time to collaborate with their mentors and team members, but also includes providing time for reflection on the day's activities, such as what went well, and where there are areas for improvement. In addition, induction activities will be tailored to prepare teachers for their specific roles within grade levels and subjects, including pedagogy as well as physical and emotional growth and expectations. For example, teachers who teach young teenagers need to be prepared to face the challenges of working with students who are undergoing rapid emotional and physical changes.

Hempstead ISD will pair new teachers with mentors who either teach the same subjects or who are in the same grade level help reduce the likelihood of a new teacher leaving the profession. Principals provide common planning time weekly for the mentor teacher and new teacher. Mentors also provide coaching on best instructional practices; observe new teacher performance; and provide individualized support based on formative and summative evaluation data. As a result of focused, high-quality professional development on the campus, teacher efficacy, job satisfaction, and collegiality increase, which directly impact recruitment and retention of effective teachers in high-need schools.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 237-902

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Amendment # (for amendments only):

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$418,000	$30,000	$448,000	$418,000	$30,000	$448,000
Schedule #8	Professional and Contracted Services (6200)	6200	$27,600	$	$	$27,600	$	$
Schedule #9	Supplies and Materials (6300)	6300	$25,000	$	$	$25,000	$	$
Schedule #10	Other Operating Costs (6400)	6400	$5,000	$	$	$5,000	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$	$	$0	$	$
	Total direct costs:		$475,600	$30,000	$505,600	$475,600	$30,000	$505,600
	Percentage% indirect costs (see note):		N/A	$0	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$475,600	$30,000	$505,600	$475,600	$30,000	$505,600

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$505,600	$505600
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$50,560	$50,560

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 237-902				Amendment # (for amendments only):	
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director		1	$30,000	$30,000
5	Project coordinator		1	$25,000	25,000
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Instructional Coach	1		$55,000	$55,000
16	Instructional Coach	1		$55,000	$55,000
17	Instructional Coach	1		$55,000	$55,000
18	Subtotal employee costs:			$220,000	$220,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$25,000	25,000
20	6119	Professional staff extra-duty pay		$125,000	$125,000
21	6121	Support staff extra-duty pay		$5,000	$5,000
22	6140	Employee benefits		$18,000	$18,000
23	61XX	Tuition remission (IHEs only)		$	$
24	Subtotal substitute, extra-duty, benefits costs			$173,000	$173,000
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$393,000	$393,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		$	$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		$	$
	Specify purpose:			
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Mentorship Training	☐	$9,800	$9,000
2	Coaching Training	☐	$8,000	$8,000
3	Appraisal Training	☐	$9,800	$9,800
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$27,600	$27,600

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

		Year 1	Year 2
	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
1	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 237-902	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
2	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
3	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
4	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
5	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 237-902	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 237-902	Amendment number (for amendments only):

Expense Item Description

			Technology Hardware—Not Capitalized				
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Computers	Instructional Coaches to enter and monitor teacher observation and student data	6	$1,400	$10,000	$10,000
	2	Printers	Share documentation with teachers. Instructional coaches printing materials for professional development	4	$400		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$15,000	$20,000
	Grand total:					**$25,000**	**$25,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 237-902	Amendment number (for amendments only):	
Expense Item Description	**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (Includes registration fees; does not Include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible Insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$5,000	$5,000
Grand total:		**$5,000**	**$5,000**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 237-902			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 237-902		Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			**1525**

Category	Number	Percentage	Category	Percentage
African American	410	26.9%	Attendance rate	96%%
Hispanic	816	53.5%	Annual dropout rate (Gr 9-12)	.7%
White	274	18%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	72%
Asian	11	.7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	1219	79.9%	Students taking the ACT and/or SAT	50.9%
Limited English proficient (LEP)	325	21.3%	Average SAT score (number value, not a percentage)	1224
Disciplinary placements	32	2%	Average ACT score (number value, not a percentage)	17.1

Comments

The numbers are from the 2012-2013 Texas Academic Performance Report and the 2010-2011 AEIS Report. The numbers from the teachers include electives and special education teachers.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	21	18.5%	No degree	0	0%
Hispanic	16	14.1%	Bachelor's degree	92.7	81.7%
White	72.4	63.8%	Master's degree	20.8	18.3%
Asian	1	.9%	Doctorate	0	0%
1-5 years exp.	44.7	39.4%	Avg. salary, 1-5 years exp.	43,386	N/A
6-10 years exp.	26	22.9%	Avg. salary, 6-10 years exp.	44,199	N/A
11-20 years exp.	21	18.5%	Avg. salary, 11-20 years exp.	48,075	N/A
Over 20 years exp.	11.8	10.4%	Avg. salary, over 20 years exp.	56,441	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	73	124	135	124	109	79	117	127	129	102	132	98	96	89	1534
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	73	124	135	124	109	79	117	127	129	102	132	98	96	89	1534

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	10	10	10	8	5	6	6	6	15	8	8	7	10	105
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	4	10	10	10	8	5	6	6	6	15	8	8	7	10	105

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Analysis of STAAR and other test data (state comparisons, trend data)
☐ Achievement comparisons for subgroups (e.g., boys/girls, LEP/non-LEP, free and reduced lunch/non)
☐ Analysis of classroom testing that is done schoolwide (e.g., basal reader unit tests, math chapter tests)
☐ Analysis of promotion and retention rates; achievement results for retained students
☐ Analysis of kindergarten screening data and profile of Kindergartners' preschool experience (e.g., Head Start)
☐ Analysis of special services (# & % of students, identified needs, special services student progress)
☐ Analysis of report card grades (compare to achievement results on STAAR)
☐ Summarized assessment results by grade levels and/or programs (e.g., after-school tutoring, summer school)
☐ Review of teacher's familiarity with & use of curriculum guides (survey)
☐ Review of school curriculum alignment to state standards
☐ Review of class schedules- what is taught and time allotted to subjects
☐ List of instructional materials used at each grade level/content area (check for continuity across grades)
☐ Analysis of student progress in extended time activities and support services
☐ Analysis of student progress reports
☐ Technology assessment- availability, frequency of use at each grade level, how technology is integrated with curriculum and instruction, list of hardware and software available
☐ Use of paraprofessionals and special program staff; continuity of services for students
☐ Administrative Leadership
☐ Analyses of staff meeting agendas, memos, etc.
☐ List of school committees, responsibilities, activity
☐ List of options for staff and parent input in decision making
☐ Schedule of classroom observations and feedback samples
☐ Professional Development
☐ Evaluation of professional development plan- integrated and focused or sporadic activities?
☐ Summary of professional development participation levels
☐ List of professional subscriptions to school's library
☐ List of "voluntary" & "required" professional development options
☐ List of general (across staff) concerns and resultant professional development to address
☐ Strategies and practices available to provide direct help to teachers with difficulties
☐ Summary of staff reflections regarding usefulness of teacher evaluation process and professional development opportunities
☐ Mobility rate during school year- where students come from & go to
☐ Review effectiveness of transition activities and other specific ways student belonging is fostered
☐ Monitor grade-level & schoolwide patterns (for 3+ years) re:
☐ Recognition events for staff and students
☐ Citizenship programs and efforts
☐ Analysis of student behavior:
☐ # & % of referrals by grade level
☐ Identified "high risk" behaviors
☐ Attendance and punctuality data
☐ Suspension/expulsion rate
☐ Analysis of school discipline policy and how it is applied in classrooms
☐ Summaries of staff & student "school attitude"

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improvement of Student Achievement	We will be able to retain and recruit highly effective teachers, provide the teachers with professional development in accordance with their own identified need. Teachers will have the opportunity to review their student data and plan with their teammates. The teachers will also have instructional coaching and immediate feedback which will assist in the improvement of student achievement.
2.	Professional Development aligned with Evaluation and Professional Learning Communities	The grant will provide the district with an appraisal system that will allow professional development to be individualized and the grant will also will provide a person to conduct the trainings. This will also provide the opportunity to have PLC's in our district.
3.	Recruitment and Retention	The grant will allow us to offer competitive salaries with our neighboring districts and allow us to fill our positions sooner with high qualified capable teachers.
4.	Teacher Leadership Pathways	The grant will allow the teachers who are already in the district the opportunity to grow and to attain new reachable goals which did not exist previously. It will provide them leadership training.
5.	Mentorship	The grant will allow us to build a quality Mentorship/Induction Program to promote teacher growth and retention in the field of education.

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Schedule #14—Management Plan

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Coordinator	5 years school successful school experience, Masters Degree Educational Administration
2.	Assistant Program Coordinator	5 years school successful school experience, Masters Degree Educational Administration
3.	Instructional Coaches	Masters Degree Curriculum and Instruction, 3 years successful school experience
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Recruitment	1.	Hiring of Instructional Coaches, Program Coordinator and Assistant Coordinator	04/01/2014	08/31/2014
		2.	Hiring of quality staff	04/01/2014	08/24/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Mentorship/Induction	1.	Training for mentors	06/01/2014	06/01/2016
		2.	Training for Mentees	08/07/2014	06/01/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Appraisal System	1.	Staff meeting to present Stronge's Evaluation	05/01/2014	05/31/2014
		2.	Stronge's Evaluation Training Administrators	06/01/2014	07/31/2014
		3.	Stronge's Training for Teachers	08/01/2014	08/01/2016
		4.	Observations for teachers	09/01/2014	08/31/2016
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Student Achievement	1.	Student Learning Objectives	08/06/2014	08/31/2016
		2.	Observations	08/01/2014	08/31/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Professional Development	1.	PLC Introduction	09/01/2014	05/31/2016
		2.	Professional Development tied to observation	09/01/2014	05/31/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing analysis of formative and summative student assessment data, teacher retention data, teacher and student survey data, classroom observation data, and other project data will facilitate continuous monitoring of project implementation and serve to guide appropriate adjustments in district- and school-level implementation to help ensure fidelity of implementation.

Step 1 *Develop a steering committee to assess the attainment of goals and objectives.*
Start with the END in Mind –
Step 2 *Select the focus for the evaluation.*
Step 3 *Select the information sources that will be needed for the evaluation.*
Step 4 *Establish a Management plan or detailed schedule for the evaluation.*
Step 5 *Develop or select the instruments or forms for collecting quantitative and qualitative information.*
Step 6 *Collect the information.*
Step 7 *Analyze the information, summarize the results and make recommendations for changes if necessary.*
Conclusion: Steps 8, 9 and 10
Step 8 *Prepare the initial report.*
Step 9 Share report with all parties including the recommendations for changes.
Step 10 Reevaluate and make sure goals and objectives are being attained.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability
Hempstead ISD understands that district policies must be updated to accommodate the substantial changes represented by this project in order to ensure long term sustainability. The district will work with school board members, parents, community members, and teachers to ensure that reform efforts are aligned with the long-term vision of instructional improvement and therefore become ingrained in the district culture. District and campus administrators will identify potential funding sources that can support the project after the grant period.

Hempstead ISD currently, provides longevity pay to employees. Employees with 5 to 9 years in the district receive $150.00, 10-14 years $250 and 15 years and above $500.00 per year. The longevity pay however is not enough to be commensurate with other districts. We also provide stipends for critical shortage areas and for staff with masters' degrees. Hempstead ISD will continue to offer these stipends but will use the grant funds to remain competitive with neighboring school districts but will use grant funds to attract and retain quality teachers. We will have teams that will maintain a clear focus, embrace a spirit of inquiry, put data at the center, honor commitments to learners and learning, cultivate relation trust, seek equity and assume collective responsibility.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher Survey, Interview and focus group	1.	Teacher perception of student progress project
		2.	Teacher fidelity; Jobs satisfaction and collegiality
		3.	Qualitative feedback from student progress
2.	Observations	1.	Are teachers implementing good instructional practices, engaging students
		2.	Are teachers reflecting on enhance progress PD aligned with teacher need
		3.	Using formative evaluation to enhance their instructional practice.
3.	Student Benchmark/Student I	1.	Where the students starting at; strongest areas of student needs
		2.	Are teaching instructional strategies Improving student learning.
		3.	Are teachers able to identify target need and are they able to adapt to close the achievement gap
4.	Attendance Indicator	1.	Are student coming to school more because of engagement in the classroom
		2.	
		3.	
5.	Student Achievement Data	1.	How are students doing?
		2.	Are teachers supports effectively supporting their students
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will use observation data that is compiled in the Stronge Teacher Evaluation System to determine teachers' strengths and areas for professional growth. We will use Eduphoria to survey teachers at specified intervals on the success of the professional development and the PLCs, as well as to measure the success of the project on job satisfaction and collegiality. We will collect the required data from the mentors and mentee's to examine the type of support mentors are providing to teachers and whether the level of support provided is effective in addressing teacher's needs. We will use data from our student achievement data, attendance data, and financial data from our business office and principals in relation to which teachers have been effective in working to address the diverse needs of students, ensuring students are engaged in learning through individualized instruction and research-based strategies, and which teachers are eligible to receive strategic compensation. Hempstead ISD will also examine teacher retention data to ensure effective teachers are retained. A specific management plan will be developed for the grant. It will consist of the collections of qualitative and quantitative data that will facilitate continuous monitoring of project implementation and serve to guide appropriate adjustments in district- and school-level implementation to help ensure fidelity of implementation.

We will review the data and take steps to correct identified problems or needs on a consistent basis. Our goal is for our plan to be a working document that can be improved upon as discovers are made.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the Induction system, Including a mentorship or Instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response Is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Hempstead ISD ensures new teachers are supported through mentoring and induction and seeks to expand this work to ensure effective teachers are retained. Mentoring, which is loosely defined as helping guide another person In a particular area, Is often cited as critical to new teacher success. Therefore, the mentor's role Is to provide support for and promote growth in the new teacher, and help orient the new teacher—who has just been given a full schedule and full classroom. Mentoring is multifaceted and Includes being a dedicated mentor, as well as helping the new teacher remain positive during that first critical year of teaching. This includes being available to the new teacher for informal conversations, providing feedback, modeling how lessons should be taught, and assisting with planning lessons.

Induction activities, which include familiarizing the new teacher to school and district policies and procedures, have been shown to help keep teachers In the classroom or In the field of education, and are considered a vital part In teacher retention. New teachers often have significant difficulties when first entering the classroom, as they have not spent sufficient time learning "how" to be a teacher on their own. Thus, most are not significantly prepared to handle the multiple tasks the classroom teacher must undertake: teaching the class, managing the students and the daily routine, and responding to parent concerns and requests in a professional and timely manner. Therefore, Hempstead ISD will assist new teachers through comprehensive new teacher induction.

Comprehensive new teacher induction includes not only pairing new teachers with veteran teachers, and providing them with time to collaborate with their mentors and team members, but also includes providing time for reflection on the day's activities, such as what went well, and where there are areas for Improvement. In addition, induction activities will be tailored to prepare teachers for their specific roles within grade levels and subjects, Including pedagogy as well as physical and emotional growth and expectations. For example, teachers who teach young teenagers need to be prepared to face the challenges of working with students who are undergoing rapid emotional and physical changes.

Hempstead ISD will pair new teachers with mentors who either teach the same subjects or who are In the same grade level help reduce the likelihood of a new teacher leaving the profession. Principals provide common planning time weekly for the mentor teacher and new teacher. Mentors also provide coaching on best instructional practices; observe new teacher performance; and provide individualized support based on formative and summative evaluation data. As a result of focused, high-quality professional development on the campus, teacher efficacy, job satisfaction, and collegiality increase, which directly impact recruitment and retention of effective teachers in high-need schools.

- An orientation course will be available for all new employees, including support staff, to educate individuals w ho are joining the organization about the school system's history, culture, and expectations for all employees relat ed to achieving excellence and equity.
- All beginning teachers (BT's) will participate in the Beginning Teacher Support Program (BTSP) program. Th is program is a comprehensive wrap-around training and support program for new teachers that includes a mentor component, an orientation, inductio n activities, and targeted training.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Hempstead ISD will conduct multiple observations using the Stronge Teacher Effectiveness Performance Evaluation System (TEPES). TEPES uses the Goals and Roles Performance Evaluation Model© developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. TEPES allows evaluators to examine multiple measures, including instruments, classroom artifacts, and student surveys.

Observation Rubric

The Instrument is based on thirty-eight performance indicators in the areas of Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism, and Student Progress (this component will be met through use of value-added and Student Learning Objectives). The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator. Evaluators use a five-point scale, where a score of a score of 1 indicates ineffective, a score of 2 indicates partially effective, a score of 3 indicates effective, and a score of 4 indicates highly effective performance on a component.

Teachers will be evaluated through both announced and unannounced observations by multiple evaluators. The evaluation team includes the campus principal as well as a peer evaluation conducted by a teacher leader. The inclusion of multiple evaluations ensures that teachers are being assessed as fairly and accurately as possible. Each teacher will be observed at least once during the fall semester and once during the spring semester. All formal observations will include a classroom observation of at least 20 minutes. Informal observations and walk-throughs will also be used in teacher evaluations and may be of shorter duration.

Observer and Teacher Training

Teachers will receive two days of training on the TEPES. Evaluators must participate in training and certification to ensure they are accurately and consistently rating teacher effectiveness. Stronge & Associate's provides rigorous training and testing of all evaluators aligned with the evaluation instrument. All new observers participate in three days of training through the My Learning Plan Elevate online system. The online system includes video-based training in content and process of the evaluation system and inter-rater reliability training.

Pre-and Post-Observation Meetings

A pre-conference may be conducted at the request of the teacher or the administrator. A Documentation Log is used to organize the multiple data sources included in the evaluation and provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

Post-conferences are required after each formal evaluation. During the post-conference, teachers will receive timely feedback by their evaluator in order to identify areas for instructional improvement. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. My Learning Plan OASYS is a customizable online data collection, management, and reporting system that allow supervisors to view specific test results and provide feedback to teachers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Hempstead ISD's teacher evaluation system includes three measures: (1) student growth measures, (2) student surveys, and (3) teacher observation scores utilizing a rigorous, research-based observation tool.

Student growth measures provide an indication of how much of an impact individual teachers have on student achievement. Student growth is often a more accurate indicator of teacher performance than student attainment since it takes into account where a student started the school academically, and how much they grew throughout the year. The Student Progress Index in the TX Accountability System provides one measure of student growth for teachers in state-tested grades and subject areas. This index provides a measure of student progress by subject and student group independent of overall student achievement levels. In addition, Student Learning Objectives (SLOs) can be used to measure student growth for teachers in all grades and subject areas. SLOs are measurable, focused, academic-centered goals that describe what students should know or be able to do at the end of an interval of instruction. Prior to defining and writing an SLO, teachers conduct a review of student data to determine the areas of significant need for the student. Once the area of need and a focused objective have been identified, teachers monitor student progress towards that objective. At the end of an interval of instruction, students are asked to demonstrate what they know or what they can do relating to that SLO. In the fall of 2013, Hempstead ISD engaged teachers in a discussion about the specific measures of student growth to be included in the teacher evaluation system and they will engage the again in the Spring In addition, student surveys will be administered during the year to collect formative data that will help teachers reflect on their practice and the learning environment. Students will be asked specific questions about specific teachers and specific classes to assess the unique interactions that occur between students and teachers that aren't always captured during teacher observations. Student surveys will be confidential and Hempstead ISD will identify a rigorous survey instrument in spring 2014 to ensure teachers receive valid and reliable results.

The Stronge Teacher Effectiveness Performance Evaluation System (TEPES) uses the Goals and Roles Performance Evaluation Model© for collecting and presenting data to document performance based on well-defined job expectations. TEPES allows evaluators to examine multiple measures, including observation scores, teacher self-evaluations, and classroom artifacts. A Documentation Log is used to organize the multiple data sources included in the evaluation and provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

The instrument is based on thirty-eight indicators in the areas of Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism, and Student Progress (this component will be met through use of value-added and SLOs described above). The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator. Evaluators use a five-point scale, where a score of a score of 1 indicates ineffective, a score of 2 indicates partially effective, a score of 3 indicates effective, and a score of 4 indicates highly effective performance on a component. Evaluators must participate in training and certification to ensure they are accurately and consistently rating teacher effectiveness.

Teachers will be evaluated annually two times annually through both announced and unannounced observations by multiple evaluators. One observation will occur during the fall semester and one observation will occur during the spring semester. All formal observations will include a classroom observation of at least 20 minutes. A pre-conference may be conducted at the request of the teacher or the administrator. Informal observations and walk-throughs will also be used in teacher evaluations and may be of shorter duration. The evaluation team includes the campus principal as well as a peer evaluation conducted by a teacher leader. The inclusion of multiple evaluations ensures that teachers are being assessed as fairly and accurately as possible.

During the post-conference, teachers will receive timely feedback by their evaluator in order to identify areas for instructional improvement. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. My Learning Plan OASYS is a customizable online data collection, management, and reporting system that allow supervisors to view specific test results and provide feedback to teachers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP grant will allow the district to intentionally align systems for recruiting, promoting, supporting, evaluating, and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools. Crucial to this alignment is the use of professional learning communities during the school day where learning strategies can be shared and developed in a timely manner.

A key element of the district's initiative is the use of teacher leaders as mentors and developers of pedagogical strategies. These teacher leaders will create the content used in weekly professional development meetings and use data from the classroom to help create strategies that will be applicable to the students that they serve.

Smaller learning communities allow for people to learn together and are composed of collaborative members who work interpedently to achieve common professional development goals. Members of these groups capitalize on the resources and skills of each member to encourage growth on a campus. They also promote the collective responsibility of all educators on a campus by aligning teacher, campus, and district goals.

A professional development structure embedded into the school day provides opportunities for educators to improve effectiveness through individualized need in a collaborative environment. These needs are identified through the evaluation process. In addition, the professional development structure will utilize multiple forms of data to drive professional development content and negate an adversarial approach and instead promote an environment in which all teachers can give and receive feedback.

We will provide the teacher of each grade level or content area one entire day each to collaborate, plan and have Professional Learning Communities that work. The classes will be taught by substitutes. We will also have 15 late start days that will provide an additional 15 hours of common planning and collaboration. We will also try to make the master schedule coincide so that teachers would have common planning times, common teaching times and common time for intervention and enrichment at the elementary school levels. We will also utilize some of our staff development days to facilitate this as well.

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County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

We will provide the teacher of each grade level or content area one entire day per quarter each to collaborate, plan and have Professional Learning Communities that work. The classes will be taught by substitutes.   We will also have 15 late start days that will provide an additional 15 hours of common planning and collaboration. We will also try to make the master schedule coincide so that teachers would have common planning times, common teaching times and common time for intervention and enrichment at the elementary school levels. We will also utilize some of our staff development days to facilitate this as well.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers work with campus administration to write one objective that focuses on an area of need, give a pre-test to set a growth target, and systematically progress monitor student growth. Teachers will post-test at the end of the year/semester to determine if target is met. Teachers must complete the SLO process to be eligible for any additional stipends. $1,500

Team Choice - Groups of teachers will write a team SLO based on all the students in a course using a common assessment. Core teachers must participate in a team SLO. Non-core teachers may choose to join a core team or may form their own. Teams work with campus administration to create an objective focused on an area of need, give a common pre-assessment to set a growth target, and systematically progress monitor student growth. Teams will post-test at the end of the year to determine if target is met.$2,000

Individual Choice - same as Individual SLO - this applies only to non-core teachers or core teachers without a team or by special circumstance. $1,500

Campus-wide Objectives

Campus Basket of Measures approved by Superintendent - 4 measures - Campus must meet 3 out of 4 1. Value-added (one standard error or better in reading and math) 2. Campus Choice of STAAR measures 3. Campus Choice of College Readiness measures 4. Campus Choice (additional stipend for 4 out of 4) $2000 additional $1,000

Groups of teachers may engage in study and reflection for an area of need and implement strategies to improve practice and student achievement. Teachers will present findings in end of year report. Teachers can choose to create an original PDU, from a menu of options, or participate in Take One! $500

Mentoring Novice teachers receive support in instruction, lesson planning, classroom management, and other challenges teachers face each day. Mentors will receive $500 per mentee

PLC/SLO Facilitators Campus staff who provide support for the SLO process. $1,500

External colleagues will observe practice twice a year using the instructional practice and classroom climate rubrics from the appraisal system for teachers. Other positions will be observed using rubrics specific to their positions by peer observers or administrators.$1,000

Teachers who met at least one SLO in 2014-2015 $1,500
Teachers who met two SLOs in 2014-2015 $3,000

Longevity Pay for teachers and administrators with favorable evaluations 5-9 years $500, 10-14 years in the school district with favorable evaluations $ 750 and 15 years and above with favorable evaluations $1,000.

The district will continue to keep the following stipend salary scale: Masters Degree (Teachers) $1,000 ESL Elementary with ESL students $1,000, Life Skills $2,500, Adaptive Behavior $2,500 and Special Education Classroom Teacher $1,000 prorated per class. Upper level Math (Calculus) $3,000 Upper level Science (physics/chemistry) Certified) pro-rated per class.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 7: Preferred- Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruit
• Employment opportunities will be effectively advertised and qualified internal and external candidates will be actively recruited to vacant positions through the use of various techniques to increase the diversity and quality of the applicant pools.
• All hiring processes will use rigorous criteria and a transparent, streamlined system with clear, concise postings that are accessible to all interested individuals and will include: electronic forms and simplified searches
• We will send our "recruitment ambassadors" to highly ranked education schools and step up our recruitment at our local university. We also have a partnership with a local university that will send us their students for observation and student teaching to our schools.
• We will use a multi-step interview process in which candidates are scored on how they align with 29 key characteristics. The hiring process will include a phone screening, teaching a model lesson, an interview with school leaders, and mock hypothetical emails that the teacher must respond to (for example, from a parent upset with a student's progress report and one in which they must review student data and write an analytic report.
• An orientation course will be available for all new employees, including support staff, to educate individuals who are joining the organization about the school system's history, culture, and expectations for all employees related to achieving excellence and equity.
• All beginning teachers (BT's) will participate in the Beginning Teacher Support Program (BTSP) program. This program is a comprehensive wrap-around training and support program for new teachers that includes a mentor component, an orientation, induction activities, and targeted training.

TRAIN
• All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness and improve student achievement outcomes.
• A "Principals Academy" will be developed to provide a means of orientation and mentor support for new principals
• Departments and offices will cross-train support personnel to allow for coverage due to absences or extended workloads
• Every school will create/revise and implement an annual Comprehensive Needs Assessment and (CNA) and School Improvement Plan. A leadership/SIP team will review data, CNA, root causes, school strengths, areas of concern, and possible solutions. From this, the school will write goals, key processes, and action steps as well as monitoring and evaluation procedures aligned with the strategic plan.
• Pre-service and job-specific trainings for support personnel will be expanded and, where feasible, will be supported with online technology
• Central services employees will ensure that school leaders have the ability and resources to meet the needs of students and teachers
• Coaches will provide ongoing, site-based, in-the-moment, live training as they support teachers in the implementation of instructional practices
• We will also offer teachers who resign their positions in March $600, if they resign in April $400 and May $200. This will allow our school district to recruit, interview and hire teachers earlier.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, Hempstead ISD does not offer any career pathways. With the grant we will have PLC Leaders, Team Leaders and Mentors.

Professional Learning Community Leader- The major responsibility of PLC leadership is to lead effective Professional Learning Community teams that are responsible for ensuring that all students at their grade level and site
are mastering the essential curriculum and that students are being appropriately challenged.
PLC leaders are teachers who lead a grade level, subject area or intervention team. These teams
make informed decisions about curriculum and instruction based on research and the analysis of
student work.

Mentor- The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience.

Instructional Coach- *knowledge of best teaching practices i.e. differentiated instruction*
☐ *Knowledge and understanding of adult learning/ androgogy* ☐ *Is able to constructively identify instructional strengths and weaknesses and apply them towards to improvement*
o Good Instruction
o Walk-Throughs
o Observations

• **Facilitate Job-Embedded PD** ☐ *Able to effectively analyze and integrate observable needs into productive PD*
☐ *Ability to engage staff (teacher and administration) to facilitate LEPD*
☐ *Working knowledge of PD skills and techniques: aligned with standards and results driven*
☐ *Able to manage time daily, weekly, monthly etc. for JEPD opportunities*
☐ *Is aware of different forms of JEPD: • peer observation, mentoring, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study, or teacher self-assessment and goal setting activities*

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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RFA #701-14-101; SAS #181-14   Page 33 of 37
2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 237-902	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Resources in Hempstead ISD are extremely limited. The EEIP Grant will allow us to offer a comprehensive initiative that will provide the teachers with inclusive professional development, mentoring, strategic compensation, and instructional coaching. Thus, without the EEIP Grant, we will be unable to purchase the Stronge Teacher Evaluation System, provide salaries for instructional coaches, or offer strategic compensation. The Stronge Teacher Evaluation System is the method by which we will evaluate our teachers. The sources of data suggested in the Stronge Teacher Evaluation System provide an opportunity to more thoroughly and accurately assess our teachers. Additionally, by hiring full-time instructional coaches, the campuses and teachers will receive additional academic and professional assistance through coaching, PLC support, and other resources. We currently offer strategic compensation, but the EEIP Grant will allow us to be more competitive with surrounding districts, and continue to build a strong pool of teachers. We will also not be able to have Teacher Leadership trainings or positions that utilize our current staff for observations. We will have mentors but they will not be paid and it will be difficult to hold them to expected outcomes. We will also have to professional development after school, weekends, and summers. This grant is vital to Hempstead ISD.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 237-902	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

March 2014-Recruit for Instructional Coaches

March 2014-Early hiring for open positions

April 2014-Secure Stronge's Training, and meet with the teachers to review their SLO's for the 2013-2014 school year.

April 2014-Secure Mentorship Training

May 2014-Continue hiring and review the grant with all staff.

August 2014- Meeting with the district staff to review the grant components ,Mentorship Training, Appraisal Training, PLC Training, Mentee/Mentor Collaboration

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A survey was conducted and the following are the responses:
Would you be willing to participate and support the grant practices listed in the description on the log-in page?
Count Percentage Yes 63 90% No 7 10% **Total 70 100%**
Would you be a mentor to someone if the district gave you release-time hours for the purpose of collaboration or observation and a stipend? **Count Percentage** Yes 60 84.51% No 11 15.49% **Total 71 100%**
Would you be receptive to a new evaluation system that provides annual summative evaluations based on multiple observations, student growth, teacher self-assessment, and student feedback? Additionally, classroom observations would provide timely and frequent diagnostic feedback on both pedagogical and professional performance.
Count Percentage Yes 56 78.87% No 15 21.13% **Total 71 100%**
Would aligning professional development opportunities within the school day to multiple measures of performance including observation and evaluation results so teachers can efficiently improve their practice and collaborate be beneficial to you as a professional? **Count Percentage** Yes 67 94.37% No 4 5.63% **Total 71 100%**
Would you like the district to create innovative compensation plans to recruit and retain effective teachers or highly successful former teachers and deploy them meaningfully to support campus goals? **Count Percentage** Yes 67 94.37% No 4 5.63% **Total 71 100%**
Would you like the district to create strategic career pathways, such as master teachers, instructional coaches, lead teachers, or mentor teachers, that provide opportunities for teachers to take on additional responsibilities while maintaining a reduced teaching schedule or receiving additional compensation for additional responsibilities? **Count Percentage** Yes 67 95.71% No 3 4.29% **Total 70 100%**
Additional Comments::
I am always interested in professional development opportunities.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All four Hempstead ISD campuses will participate in the EEIP.

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